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*A Cyclopedia of Education.* Edited by PAUL MONROE, PH.D., and OTHERS.  
Vol. V. New York: Macmillan, 1913. Pp. 892. \$5.00.

This volume completes the series of volumes of the *Cyclopedia of Education* and enables one to make a general survey of the whole work. This survey is materially aided by the analytical index which is a feature of the present volume. In this index all of the articles of the *Cyclopedia* are classified according to the general topic under which they come. Thus there is a section for history of education, for philosophy of education, psychology, etc. This index makes evident the fact, which has impressed the reader already, that the work is a comprehensive one. The index forms a very valuable part of the work, since it enables the student to follow systematically some subject by reading the articles as they appear in the classification.

There is nothing especially new to be said, aside from this, in regard to the present volume. It strikes one as having a particularly large number of articles upon psychological topics, as the fourth volume had many on state school systems. This of course, is the accidental result of the alphabetical arrangement. A few of these articles on the psychological aspects of education may be mentioned. On account of the growing application of laboratory methods to the study of educational problems, the article upon laboratory equipment in psychology will prove to be of value. The general article upon psychology gives an orientation in the subject, and the special discussion of educational psychology is timely in view of the great divergence of opinion and practice as to what should be included in this subject of the curriculum. There are three fairly long articles upon the psychology and pedagogy of the subjects of the elementary curriculum, namely, upon reading, spelling, and writing. Reading and writing have been the subjects most extensively investigated by psychological methods, and these articles present summaries of the results in these fields.

In addition to the above-mentioned there are a number of articles treating of the application of psychology to education. An article upon sense-training indicates the value of this form of discipline on the one hand and at the same time rightly warns against the uncritical attempt to train the senses without regard to the value of the result. The value of space perception and its training is the subject of another article. Social psychology in its various forms is shown to be of direct application to education. There is a very interesting article upon the education of children among primitive peoples. Contrary to common belief, this education is rather elaborate, although it is directed merely to the activities which are characteristic of the tribe in question. That is, the education is shown to be of a rather specific nature and to be conservative in its tendencies.

These may serve merely as illustrations of one type of article. There are, of course, a great many upon other topics, but it would be impossible to attempt anything like a review of the wealth of articles in this volume. In closing the notice of this final volume it may be said that the statement made in reviewing the first volume, that the work is one of the highest importance to all who are at all concerned with education, is entirely justified by the work as it now stands complete.

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